

The Chisholm logo is written in a white, elegant, cursive script font.

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Gender Equality Progress Report 2023

Published October 2024



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Wominjeka, Welcome to Chisholm

Chisholm acknowledges the Bunurong people of the Kulin Nation as the Traditional Custodians of the Country on which our campuses are located.

We recognise their continuing connection to land and waters and thank them for protecting the Country and its ecosystems that we enjoy today.

We pay our respects to Elders, past and present, and extend that respect to all First Nations people.

Chisholm is committed to supporting and empowering our Aboriginal and Torres Strait Islander workforce, students and their communities by providing quality teaching and learning opportunities.



From the CEO

Our first Progress Report provides valuable insights into our gender equality journey so far. I am encouraged by the collaboration across Chisholm and for the Commissioner of Gender Equity for the Public Sector finding Chisholm's reporting compliant.

To promote gender equality, we have progressed with several key initiatives including the development of our inaugural Social Justice Charter, the establishment of a Belonging and Inclusion Committee and the continuation of our professional development, with the implementation of Respectful Workplace Behaviour Training. The workplace gender audit, which compared our baseline data in 2021 with that from 2023 across the seven gender equality indicators, offered critical insights into our progress and areas necessitating further attention.

It is pleasing to see that progress has been made in five of the seven indicators. During the review period, policy owners or their delegates, completed 23 Gender Impact Assessments, the majority of which have been implemented. Chisholm now conducts Gender Impact Assessments on an annual basis. Chisholm's Gender Equality Action Plan 2021 – 2025 (GEAP) reflects our commitment to diversity and to our greatest asset our people. It represents Chisholm's priorities for creating a safe space, providing equality of opportunities and creating an environment that enables people from diverse communities to thrive. Our GEAP has been embraced by the entire organisation with engagement at all levels.

Currently, 86 percent of planned activities are either completed or in progress, with all actions on track to be completed by the end of 2024. We have made considerable progress in our initiatives which foster diversity, equality and inclusion. Our focus thus far has been on awareness-raising, through educating our workforce on behaviours that can lead to gender inequality. We continue to embed gender equality into the workforce, our focus now shifting to strengthening our educational areas awareness of gender equality and ensuring we uphold our commitment to an inclusive, respectful and safe workplace and place of study. As we become more established in this space, our gender equality practices will be further embedded in Chisholm's workforce culture.



Stephen Varty

Background

Gender Equality Act 2020

This Act requires certain organisations with more than 50 employees (defined entities) to complete five key tasks to meet their obligations under the Act. Chisholm is a defined entity.

The five key tasks are:

- > Promote gender equality
- > Conduct gender impact assessments (GIAs)
- > Undertake a workplace gender audit
- > Create a Gender Equality Action Plan (GEAP)
- > Report on progress

As of 1st July 2023, Chisholm as a defined entity was required to make reasonable and material progress in relation to the seven workplace gender equality indicators.

Progress Report

Defined entities are required to submit a Report to the Public Sector Gender Equality Commissioner every second year following the submission of a GEAP.

This document is our first Progress Report which was submitted to the Commissioner in relation to the following tasks:

- > Promoting gender equality
- > Gender impact assessments (GIAs) update
- > Workplace gender audit from 1/7/2022 – 30/6/2023 analysed against the seven gender equality indicators and compared with the audit completed in 2021
- > GEAP strategies and measures update.

Section 1 Gender impact assessments

Between 01/07/2021 – 30/06/2023

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS210 Respectful Workplace Relations. Formerly titled Fair Treatment & Dignity at Work	Policy	<p>This policy serves to describe the procedures for the following:</p> <ol style="list-style-type: none"> 1.1 Ensuring all employees, contractors and visitors are treated fairly and with dignity. 1.2 Dealing with allegations of discrimination, bullying or harassment. 1.3 Defining discrimination, bullying and harassment. 1.4 Approaching the person directly. 1.5 Intervening on behalf of someone. 1.6 Conducting a facilitated discussion or mediation process. 1.7 Conducting a formal investigation. 1.8 Managing the outcomes of an investigation. 	For review	No action taken	No actions listed in the GIA	Yes	<p>In its current state the policy is not accessed by different genders equally, as it assumes that one is skilled and comfortable with raising concerns with an individual behaviour directly or going to their respective Manager to discuss further support.</p> <p>Disability: The policy needs to consider an individual with disabilities lens, such as comfortability with conversations and access to support persons.Consideration of the experience for those from Neurodiverse backgrounds, in seeking resolutions also needs to be addressed within the policy.</p> <p>Cultural: Current investigation is underway to look at having the policy formatted in such a way as able to easily translate through Microsoft Office. The review is also considering cultural implications for staff reporting to their managers (consulting relevant cultural communities to understand if there are different cultural/religious resolution processes that could be incorporated).</p>

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
Xref Project	Program	<p>Xref is a HR and recruitment technology product which Chisholm is in the process of implementing to assist with hiring talent.</p> <p>In implementing this system Chisholm aims to improve overall candidate experience, through factoring in the following measurements – time to hire, transparency in process & hiring outcome decisions. Additionally, once implemented the system will reduce hiring managers workload, by automating process.</p>	New	No action taken	No actions listed in the GIA	Yes	<p>Implementation of Xref system removes unconscious biases as well as preventing hiring managers from asking questions that could impact employment decision for candidate. That is asking referee’s personal opinions on a candidate.</p> <p>Disability: Accessibility inclusive Cultural Identities: Don’t believe there is, however if in instance it is not done in other countries a small explanation of process/ requirement Linguistic: System needs to have option to change language for end user completion or candidate data entry Age: Needs to have alternative option to complete other than online Gender Identities: Inclusion if gendered questions apply Sexual Orientations: Inclusion if gendered questions apply Religion: Don’t believe there is an impact</p>
QMS209 Employee Code of Conduct	Policy	The Employee Code of Conduct sets out Chisholm's expectations of employee's behaviour and upholding Chisholm's Values. The Chisholm Employee Code of Conduct sits alongside the Victorian Public Service Employee Code of Conduct.	For review	Yes	<p>The Recommendation is that the following actions are taken to update Chisholm’s Employee Code of Conduct:</p> <ul style="list-style-type: none"> > Undertake accessibility review to evaluate the code of conducts inclusivity of employee’s with disabilities > Undertake policy review to ensure plain English is used > Clarity on Conflict of Interest associations and considerations of intersectionality factors for gender, sex & religion > Provision of assistive technology to ensure ease of reading and appropriate adjustments are considered. <p>These recommendations were completed.</p>	Yes	<p>Disabilities: Policy needs to be formatted to enable ease of use of assistive technologies. The policy needs to be accessible in a hard copy format and to consider readability for those with a Neurodisability. CALD: Policy needs to be able to be Translated into other languages and use plain/ simple English to ensure comprehension from broad audience. Gender Identity/Sexual Orientation/Religion: Policy needs to ensure that conflict of Interest is clear to prevent discrimination/barriers to access based on associations outside of Chisholm.</p>

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS624 Child Safe Policy	Policy	<p>Chisholm and its entities are committed to promoting and protecting the safety and wellbeing of children and young people under 18 years of age. Chisholm recognizes and reinforces that it is a shared responsibility of all members of the Chisholm community to create a child safe environment.</p> <p>This policy is a guide for all employees, board members, contractors, volunteers and students on how to behave with children and young people in our organisation, in accordance with the Victorian Child Safe Standards</p>		Yes	<p>It is recommended that an accessibility statement be included in the Policy, so that a person experience intersectional barriers as a result of disability, low English, or literacy levels can understand and use the Policy correctly. The policy has been updated.</p> <p>Mitigation of associated risk of making changes to policies without consultation of lived experience stakeholders at Chisholm, will be addressed by the ChildSafe & Wellbeing Committee through their membership.</p>	Yes	Children of different genders may access the policy differently as a result of intersectional factors that cause inequality. e.g. women may have experienced barriers to education access as a result of culturally gendered roles. Inclusive language & ability to access information in relevant languages.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS117 Student Code of Conduct	Policy	<p>Scheduled update to QMS117 policy.</p> <p>QMS117 provides guidance on the standards for behavioural expectations by Chisholm of its students.</p> <p>QMS117 documents the procedures for:</p> <ul style="list-style-type: none"> > Resolution of alleged breaches of the student code of conduct (informal and formal) > Handling alleged acute breaches of the student code of conduct > Enforcing determined outcomes > Handling alleged acute breaches of student code of conduct that have been reported to the Police, or may be of a serious criminal nature. 	For review	Yes	<p>It is recommended that Chisholm publish this revised version of QMS117 Student Code of Conduct policy which contains improvements to support gender and intersectional diversity. Additionally, it is recommended that the current policy be translated into commonly used languages amongst our diverse community, particularly for the EAL students of BA51 Foundation College.</p> <p>Finally, it is recommended that Chisholm's Education portfolio (under CoEd) work with Student Support Services to develop a mechanism for capturing the demographic data of students and staff accessing QMS117 over the next 12 – 24 months. This is most important for identifying data regarding the genderised nature and/or intersectionality of the victims of misconduct and the alleged perpetrators. Such data may prove valuable for future Gender Impact Assessments.</p> <p>The policy is available in other formats or can be explained.</p>	Yes	<p>Potential translation of QMS117 into other languages (eg: Dari, etc.) or simplified/accessible 'easy' English</p> <p>Access is equal, but:</p> <ul style="list-style-type: none"> > potential misconduct events and consequences may be skewed towards a particular gender type when victim vs offenders are considered. No summary data available? Recommend future data collection to support this understanding. > Potential accessibility issues for new migrant students (Refugees) with low levels of English language and potentially, different cultural settings for gender roles within their homeland (eg: Afghanistan). Future data research is required to establish this issue.
QMS228 Keeping in touch	Policy	<p>The policy is designed to provide a process for ensuring employees who take parental leave can maintain a connection to the workplace.</p>	For review	Yes	<p>The recommendations were:</p> <ul style="list-style-type: none"> > Undertake accessibility review to ensure inclusion of employees with disability. The policy has been updated. > Undertake policy review to ensure plain English is used to assist employees with CALD backgrounds. The policy has been reviewed for plain English. > Provide supporting documents for clarity and informative support. The policy has been updated to provide the contact details for a support person if required. 	Yes	<p>Additional needs are noted in the policy.</p> <p>Cultural and religious: considerations should be given for the alignment of traditional roles with cultural and religious backgrounds CALD: the policy should be made available in simple English which is able to be translated.</p> <p>Gender: trans and gender diverse people having access to feeding/expressing spaces (as noted in policy). The policy is written using language that is easy to understand, and where language cannot be amended it provides for additional support.</p>

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS201 Recruitment & Selection	Policy	This policy outlines the processes and inputs required to recruit talent at Chisholm that ensures an equitable process for all.	For review	Yes	<p>Update Job Advertisements & Position Descriptions to remove barriers for gender & intersectional factors.</p> <p>A belonging and inclusion statement is now included as well as contact details if further support is required for applicants when applying for a role, including Aboriginal and Torres Strait Islander candidate requirements. Chisholm has also partnered with The Fields, a specialist disability recruitment organisation to ensure that language used is accessible.</p> <p>Continue to implement training for selection panel members to improve candidate experience. Unconscious bias training is included in the SBS learning module, respectful workplace behaviours training is available for all staff and behavioural interviewing skills training is being rolled out for Hiring Managers.</p> <p>Include internal opportunities and redeployment processes in Policy. Policy has been updated.</p> <p>Consider candidates 'lived experience' when reviewing assessment criteria. This is an ongoing initiative.</p> <p>The recommendations made above should also be implemented in alignment with Chisholm workplace culture.</p>	Yes	<p>There are gendered differences in how people will access this policy, intersecting with other factors such as accessibility, language etc.</p> <p>Accessibility: Policy uses easy language and can be read using assistive technology.</p> <p>Cultural Identifies: The Policy can be translated through translation and interpreter services or assistive technology.</p> <p>Gender: Inclusive language.</p>
QMS 610 Workplace Health and Safety	Policy	The purpose of this policy is to demonstrate Chisholm's commitment to the health, safety and the wellbeing of those to whom Chisholm has a duty of care.	For Review	No action taken	<p>No recommendations.</p> <p>The policy applies to all persons to whom Chisholm has a duty of care in relation to health, safety and wellbeing.</p>	Yes	It was identified that there were no additional needs.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS219 Children on Campus	Policy	This Policy is needed to assist employee's in understanding requirements to bring their child on campus.	For review	Yes	<p>Include an accessibility Statement in Policy. This action has not been completed.</p> <p>Outline Policies to support working parents e.g. Flex Work and Leave arrangements as well as external resources (eg government support programs) to support arranging appropriate care for children if they have other intersectional considerations. Flexible Work Policies are available.</p> <p>This Recommendation will assist working employee's with caring duties to access support to continue working, while keeping their children safe.</p>	Yes	Other forms of intersectionality are more likely to compound women's ability to obtain access to alternative appropriate care arrangements for their children e.g. Migration status, CALD, Disability of Child etc
QMS220 Working with Children Check	Policy	This policy outlines the legal obligations required by all employees, volunteers and contractors need to keep children safe at Chisholm. The policy also advises the actions to be taken should someone attending on campus not have a Working with Children Check or are no longer able to hold a valid check.	For review	Yes	Implement accessibility features to help those from varying backgrounds to understand legal responsibilities. The policy has been updated.	Yes	Support may be required for CALD who may not have previous experience with the legal obligations associated with employment policies. Victim Survivors may be triggered by aspects of the Policy. Persons with Disability may need alternative support arrangements to assist policy compliance.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS625 Child Safe Reporting	Policy	Policy Outlining the critical responsibilities of employees, board members, contractors, volunteers, and students over the age of 18 in the protection of children	For review	Yes	The recommendations were: <ul style="list-style-type: none"> > accessibility statement, to be included in next review > review of policy for ease of reading/language. This has been completed. > conduct an evaluation to determine the specific individuals who require the policy in the context of 'care work. This will be incorporated into the next policy review. 	Yes	Support may be required in several areas, including: Disability: Ensuring the accessibility of the policy (already addressed in the policy); addressing violence experienced by caregivers (already addressed in the policy & QMS624); considering additional support for individuals facing changing work/study conditions. This support becomes particularly crucial when accommodating changing workloads, schedules, or physical spaces may not always be feasible for those requiring reasonable adjustments. Culture: Recognizing the diverse needs within various cultural groups, including Indigenous (ATSI) communities (already addressed in the policy); acknowledging differences in cultural practices, such as family structures, roles, responsibilities, and relationships; providing access to policy documents in languages other than English (already addressed in the policy). Religion: Similar to cultural considerations, it's essential to respect and accommodate individuals' religious beliefs and practices. Gender/Sexuality: It is imperative to recognize and address the unique experiences of violence that LGBTIQ+ young people may encounter within their families.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS404 Illness & Injury Management & Return to Work	Policy	The Policy describes the procedures for: Managing the return-to-work process for work-related injury or illness, and managing the return-to, or recovery at-work process for non-work-related injury or illness. Assist the Institute in meeting legislative obligations under the WIRC Act 2013.	For review	Yes	Addition of Accessibility statement in policy. The policy has been updated. Revise the policy to include notes on referral pathways, emphasizing the importance of considering the needs of gender-diverse individuals, as well as those with religious and cultural requirements. This action is in progress, and the policy will be updated accordingly. Take action to incorporate Wellbeing Team support for engaging with referral parties on behalf of employees into the policy. This action is currently underway, and the policy will be updated accordingly.	Yes	Employing an intersectional lens to the process of sharing personal information with medical professionals and external parties, i.e. for Trans & Gender Diverse people ensuring that consent is acquired, and unique needs and preferences are communicated prior to sharing personal information. Cultural & Religious considerations regarding medical treatment e.g. Women needing to see women medical practitioners. Include accessibility statement for assistance of understanding policy.
QMS626 Domestic & Family Violence Policy & Information Guide	Policy	This policy provides guidance to support employees and workplace participants should they be experience DFV. DFV has a direct link to Gender Inequality which Chisholm does not support.	For review	Yes	Include point of contact in Policy for support with accessibility. Update policy to include ChildSafe Reporting obligations for Under 18s. The policy has been updated.	Yes	Consideration for language, access, identities, and religion add additional dimensions of complexity when assisting in responding to Domestic and Family Violence. Women are significantly more likely to access this policy.
Enhancing the student experience project	Program	Enhance student experience	New	No action taken	The recommendation was to consider offering the course content in multiple languages. This recommendation was considered and not implemented as it was identified that the investment would be better spent dedicating resourcing to Foundation College students specifically.	Yes	Accessibility is being considered for this project Simple language is used in the development of the student orientation course in Moodle.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS109 Practical Placements	Policy	Ensuring that the Practical Placements are managed in a manner which benefits the students and minimises risk to the Students, Host Organisations and Chisholm.	For review	Yes	The Inclusion of an accessibility statement in policy will assist with access and understanding. The review and subsequent implementation of inclusive practices within the placement process are important in minimising challenges experienced by both students and host organisations. The policy has been updated.	Yes	Genders, Sexual Orientation, Disability & Socio-economic status impact students access to appropriate placements.
QMS129 Academic Integrity Policy & Procedure Review	Policy	Upholding the highest standards of Academic Integrity across the Chisholm community. Managing matters related to investigating allegations of academic misconduct by a student or group of students. Applying restrictions and penalties to students found to have breached the values and principles of academic integrity.	For review	Yes	Recommendations: 1. Implementation of proposed changes in the Academic Integrity policy, procedure & related documents. This action has been implemented. 2. A gender mix in all investigation panels. This action has been implemented. 3. Annual analysis of documented cases of academic misconduct by VEAB & HEAB to direct continuous improvement. This action has been partially implemented.	Yes	Translation into other languages, audio recording & a short video may be useful. However, this is no different than any other Institute policy & procedure applicable to academic staff & students.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS124 International Student Scholarships	Policy	This document details the policy and procedures for awarding of scholarships to international students.	For review	Yes	<ul style="list-style-type: none"> > Delivery Area to publicise scholarships with an emphasis on encouraging women and gender diverse individuals to apply. This action has been completed. > Add Chisholm accessibility statement to the policy, application form and website. See below text: "If you need this policy document explained, in alternative formats or other reasonable adjustments, please contact the HR Operations team on hrops@Chisholm.edu.au". Updating the website is being reviewed. > Amend policy to state; "Where possible, the panel will consider gender balance" and "In awarding the scholarships, the panel will take into account women and gender diverse individuals". The policy has been updated. > Add to the form the following text: "If any part of the application process is a concern to you or you require assistance, please contact [insert contact]". The form has been updated. > Given the scholarship applications will come from international students from other cultures where gender equality may not be the norm, include a link such as the one below to inform women and gender diverse individuals that in Australia we strive for equal rights and have laws to protect those rights. See link: humanrights.gov.au/our-work/education/womens-rights. This link has been included. 	No	These scholarships are open to all international students on a subclass 500 student visa. The international student recruitment and admissions team would encourage students to apply for this via social media, email bursts, campaigns, and word of mouth marketing.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS301 Privacy	Policy	This Policy describes the procedures for how Chisholm generally manages personal information and our commitment to privacy by explaining how we adhere to our privacy obligations.	For review	Yes	<p>The draft privacy policy includes:</p> <ul style="list-style-type: none"> > using plain language – for example, short, clear sentences and familiar, plain English words; > avoids legal jargon or technical terminology; > is specific about our functions and how we will use the personal information we holds; > provides sufficient information – having a concise privacy policy can be effective, however it also needs to contain enough detail to allow individuals to understand how their personal information will be handled; and > is user-friendly – avoid large slabs of text and consider organising the privacy policy into sections with clear headings. <p>The recommendations have been implemented.</p> <p>There is no specific requirement under the PDP Act for organisations to publish a privacy policy – only to make it available to anyone who asks for it. However, most organisations will find it practical and cost effective to publish their privacy policy so that individuals can easily find it.</p> <p>Privacy policy will be reviewed regularly and updated when necessary to reflect changes in legislation or information management practices. When we adopt a new program, system or technology, is assigned new functions, or undergoes a restructure, it is worthwhile re-visiting the privacy policy to ensure that it is still up to date and accurately reflects the flow of information through the organisation.</p>	Yes	Various needs are contemplated including anonymity (cl 4.30), collection of gender, identity, or other personal information (cl 4.7), and the collection of sensitive information is only authorised in limited circumstances were permitted under privacy law exceptions.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS314 Freedom of Information	Policy	To set out how Chisholm responds to requests for access to documents and information it holds and confirms Chisholm's commitment to proactive release of information to the public and informal disclosure to individuals to reduce the need for information access requests to always be made under the Freedom of Information Act 1982 (Vic) (FOI Act).	For review	Yes	FOI is to be published on Chisholm website, along with guidance material and application forms. The recommendation has been implemented.	Yes	Access may be hindered by financial constraints. The policy allows for a fee waiver where the application fee would cause financial hardship.
QMS306 Student Complaints and Appeals	Policy	To support students and the broader community to understand how to submit a concern, complaint or appeal an outcome. The procedures cover the internal management of concerns, complaints and appeals.	For review	Yes	An additional policy statement was included to provide support for completion of a complaint or appeal.	Yes	Some people may require assistance to understand and/or submit a concern, complaint or appeal. This is addressed in the policy through the provision of access to a Student Rights Coordinator. Gender orientation is not a barrier to the policies accessibility.

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
QMS111 Assessment of Learning (VET)	Policy	The policy is to ensure the assessments for VET units of competency are designed, conducted, and marked in a fair and reasonable manner ensuring the assessments meet the principles of assessments and the rules of evidence. The policy also makes provisions for reasonable adjustment and assessment appeals process.	For review	Yes	<p>The following recommendations to the policy have been made: Use of appropriate language (no jargon) simple language to make it easy to understand, provision for reasonable adjustment with assessments where appropriate and inclusion of assessment appeals process.</p> <p>Due to competing priorities, no progress has been made on the recommendations below, however discussions are under way with Head of Marketing and Communication:</p> <ol style="list-style-type: none"> 1. An Institute-wide mechanism to involve student representation in reviewing and updating QMS documents. 2. Accessibility of the policy for those with vision impairments. 3. As the public facing documents are published on the website, ensuring any content on the website complies with gender impact analysis or access equity. example automatic inclusion of audio (text to audio conversion), available in big prints, etc. 	Yes	<p>There may be reasonable adjustment requests to the way assessments are conducted. This has been considered and included in the policy and a reasonable adjustment request form is created. Any gender biased language has been amended.</p> <p>The policy is available on Internet and readily accessible for all. The policy can also be made available via printing in large print for those who don't have the internet or computer.</p>
QMS142 Admissions (Higher Education)	Policy	Guiding principles for how admissions criteria and assessments are governed for higher education as required by HESF.	For review	Yes	<p>Recommended to accept the policy and entry requirement changes as approved by the Higher Education Academic Board on 19 May 2023. Option to apply with consideration of a disadvantaged background, including gender is being implemented.</p>	Yes	<p>All students when accepted into a course have access to equitable learning and academic support regardless of background. Courses generally have different demographics that they attract.</p>

Title	Subject	Description	Status	Confirm if actions taken	Describe actions taken	Confirm intersectionality considered	Explain intersectional lens applied
Enhanced Hybrid Learning Delivery (Strategic Project)	Program	<p>The objective of Chisholm's Enhanced Hybrid Learning project is to improve the delivery of education and training by increasing the number of courses that offer a blended delivery experience for students.</p> <p>The project will address this objective by:</p> <ul style="list-style-type: none"> > Developing a framework and evidence-based methodology to identify and prioritise course suitable for online or hybrid delivery and assessment. > Enhancing the learning resources and curriculum of several priority courses in 2023 and 2024. 	New	Yes	<ul style="list-style-type: none"> > Avoid use of any gender-based language in the framework as well as in the development of learning and assessment resources by applying UDL principles and inclusive learning design standards for digital learning resources. Framework complete; development of learning and assessment resources in progress. Due December 2024. > Pay due consideration to the resources (images, case studies, scenarios, etc.) to equally represent the learner cohorts (male, female, non-disclosed) and people from different cultural (CALD) backgrounds. In progress. Due December 2024 > Ensure the resources have a good mix of texts, audio, visuals and are available in various formats for students with different learning needs and challenges. In progress. Due December 2024. > Design and develop product development policy, guidelines, principles, standards and templates. In progress. Due December 2023. 	Yes	<p>Additional needs could include assistance or support in accessing and completing learning tasks, and adjustments for assessment tasks. These needs may change depending on the delivery mode being used and will be considered when designing learning and assessment resources.</p> <p>Chisholm's current student population reflects a ratio of 44.7% female, 54.9% male, and 0.4% unknown.</p>

Section 2.1 Strategies and Measures

Between 01/07/2021 – 30/06/2023

Strategies and measures	Status	Status description	Timeline	Relevant indicator(s)							
				1	2	3	4	5	6	7	
Include 'respectful behaviours', values and employee code of conduct component within new employee induction.	Complete	The Induction module was revised and is now delivered as an E-Learning module on the employee professional development platform. The module is updated twice per year to incorporate feedback to continually improve learning.	(Q2) 2022– (Q1) 2024				X				
Include complaints, support services and student code of conduct component within student induction and transition to study programs	Complete	<p>Students are provided information regarding support services and complaints throughout their student journey and via a range of channels including;</p> <ul style="list-style-type: none"> > Welcome email and additional service welcome email for Koorie students and students with a disability. > Student guide and course guide > Website (Chisholm and Library) > In-class welcome talks > Events- including Ofest (orientation) and all student events > Social clubs > Dedicated Student Support MyChisholm (Moodle) site > Student induction course via MyChisholm (Moodle) > Outbound calls and emails to students who have flagged support required through pre training review > Student news email and social media <p>The teachers also present information to students in their orientation sessions regarding the Student Code of Conduct.</p>				X					
Raise awareness within education areas regarding the student code of conduct policies and procedures to strengthen Chisholm's approach to inappropriate student behaviours.	Ongoing	<p>From a staff awareness perspective, there is an explanation of the Student Code of Conduct in the Teacher Essentials Kit in the Student Success Module.</p> <p>The Chief of Education attended the automotive staff meeting earlier in the year and presented on the student code of conduct.</p>				X					

Relevant indicators

1. Gender composition of all levels of the workforce.
2. Gender composition of governing bodies.
3. Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender.
4. Sexual harassment in the workplace
5. Recruitment and promotion practices in the workplace.
6. Availability and utilisation of terms, conditions and practices relating to:
 - family violence leave
 - flexible working arrangements
 - working arrangements supporting employees with family or caring responsibilities
7. Gendered segregation within the workplace

Strategies and measures	Status	Status description	Timeline	Relevant indicator(s)						
				1	2	3	4	5	6	7
Mandate and strengthen regular training to all employees on 'respectful behaviours' every two years: what it constitutes, and how managers should respond to complaints from their employees (one program for employees and one for managers)	Ongoing	A significant training initiative was undertaken to offer Respectful Workplace Behaviours Training to all business areas with 647 staff having completed the training. This training is offered on an ongoing basis each quarter, to ensure new starters and those who didn't attend initial training sessions can participate in the training. Business Area managers are consulted prior to conducting the training sessions to enable areas to plan for staff attendance. In order to continually assess the outcome of the training, a survey monkey is sent to all participants after the session. Based on feedback, the training components are updated to continually improve the learning.					X			
Mandate all employees attend the 'speak-up' training every two years, incorporating how to respond to inappropriate behaviours directed at them (or they are a bystander), including family violence.	Ongoing	Speak Up Training is optional training for employees and is to be conducted twice yearly as business as usual. Business Area managers are consulted prior to conducting the training sessions to enable areas to plan for staff attendance. In order to continually assess the outcome of the training, a survey monkey is sent to all participants after the session. Based on feedback, the training components are updated to continually improve the learning. Data on non-attendance is provided to Business Managers.					X			
Review and ensure People, Culture and Safety policies and processes reflect a zero-tolerance approach to inappropriate conduct	Ongoing	In 2021, all member of the Chisholm Leadership Group were offered training on how to conduct a Gender Impact Assessment. All policies were reviewed in 2022 and a Gender Impact Assessment was conducted on all applicable policies. This review also included consultation with employees and key relevant stakeholders to test current policies and procedures, obtaining feedback on key challenges, pain points and suggested improvements and included employees who had undertaken Gender Impact Assessment training. This occurs as part of the Governance, Audit and Risk policy development process and includes a formal review process with the Executive Directors Group. Policies are updated in line with legislation requirements and consultation with unions on a cyclical review/ ongoing basis. For example, a new Sexual Harassment Policy was published in response to legislative changes. New policies and processes are notified to all staff as part of the communications plan.	(Q2) 2022 – (Q4) 2022				X			
Include regular communications in People Talk on (a) the process for dealing with inappropriate behaviours (including family violence, bullying, discrimination, sexual harassment) and (b) what a person is expected to do if they are a bystander and notice inappropriate behaviours at Chisholm	In progress	People Talk is an internal communication which is published fortnightly, and includes relevant articles related to this strategy. For example, the new Sexual Harassment policy and People Matter Survey results have been published in People Talk. Chisholm values are now displayed as posters across campuses, are located at the bottom of People Talk, on the staff intranet and on the website. Publicity materials are being developed for the digital screens located across our campuses about inappropriate behaviours, speaking up, who to speak with and what to do when this behaviour occurs or is witnessed.	(Q2) 2022 ongoing				X			

Strategies and measures	Status	Status description	Timeline	Relevant indicator(s)							
				1	2	3	4	5	6	7	
Ensure all employees (including agency employees) and students are aware of the avenues for reporting inappropriate behaviours at Chisholm and the processes in place to deal with issues raised	Ongoing	The 'speak up' awareness training was used as a consultation forum. The 'inappropriate behaviour' reporting process was reviewed which resulted in the Grievance policy and Code of Conduct policy being updated. A case management framework was developed to manage reporting and a monthly report is provided to the CEO. Sexual Harassment policy training is to be developed and rolled out to all employees. Establishment of our Family Violence Training Hub (FVTH) which promotes family violence awareness to work towards the elimination of violence against women in Education and Community settings.	(Q2) 2022 – (Q3) 2023				X				
Review proportion of casuals by trade area/division to understand if there are variances that need to be addressed, including in the split of men/women/those who prefer to self-describe	Not started	Due to work being undertaken on other strategies, this strategy has not been commenced. The timeframe for completion was (Q3) 2023 and this has been pushed back to (Q4) 2023.	(Q1) 2023 – (Q3) 2023			X		X			
Review and evaluate the implementation of a student mentor/buddy program, by providing a sense of community and belonging, supporting student success and positive experiences	Ongoing	Chisholm's Student Ambassador program, delivers on-campus casual employment for students who provide peer-to-peer engagement and support. Student Ambassadors attend events and on-campus social clubs, looking to foster a sense of community and belonging. Student Ambassadors engage in a career readiness program and are provided support and training. The program provides paid employment, builds leadership capacity, career readiness and also delivers peer-to-peer support. The Student Experience Committee allows student representatives to link with peers, understand the experience across the student body and through the Committee, work with Chisholm's Senior Leadership team to ensure the student voice is heard supporting student success and positive experiences. Student Support and Engagement have been working on the design of an academic peer mentoring program to be implemented early 2024.									
Improve data capture: (1) People, Culture and Safety onboarding to incorporate more questions regarding intersectionality and capture this data; (2) review current intersectional data and what data needs to be captured and develop/implement plan for collecting it for existing employees; (3) raise awareness to make people feel safe in providing intersectional data by offering information on collection, use and reporting of data, as well as feedback on decision making based on data.	Ongoing	"In March 2023, our payroll system was updated to incorporate more questions relating to intersectionality, to gain a better understanding of diversity and to ensure all employees feel included. A communication was published in People Talk and FAQ developed explaining the benefits of collecting the data and privacy assurances. There is also a section included in the Induction module explaining how to update personal information and the benefits to the organisation of having this information when making decisions. The personal data is reported monthly. There are ongoing updates in People Talk to encourage staff to complete the personal data fields.	(Q2) 2022 – (Q3) 2023	X							

Strategies and measures	Status	Status description	Timeline	Relevant indicator(s)						
				1	2	3	4	5	6	7
Create and disseminate opportunities for acting, interim and short-term roles within Chisholm to build capabilities, skills and engagement and provide career pathways for lower classifications	Ongoing	<p>We reviewed current career development program for all employees to identify opportunities for improvement with a focus on acting, interim and short-term roles. Part of the review was to survey employees and managers to gain insights into the current processes and any barriers. This informed the design of the new Success Plan process which included a capabilities matrix of roles and responsibilities. Our manager were provided education on the new process and the plan was communicated to employees in posts on our intranet page and expression of interest forms.</p> <p>Our Performance and Development Review platform captures career aspirations for all staff which inform managers on career development trajectory of employees on an ongoing basis.</p> <p>In 2023 Chisholm launched the Leadership Capability Framework (Framework) which is a new tool that's been introduced to specifically strengthen our leadership workforce capability. The Framework sets out the skills and behaviours that we wish to be visible in all Chisholm Leaders, through presenting our capability expectations. This is learning supports women to excel in leadership positions. A Women in Leadership Workshop is also planned for October 2023 to provide women leaders in Chisholm the opportunity to learn about influencing and negotiating.</p> <p>The primary purpose of the Framework is to develop the skills and behaviours we wish to see in all Chisholm leaders, ensuring consistency and excellence in leadership throughout our organisation.</p>	(Q2) 2022 – (Q3) 2023	X				X		X
Review career development opportunities for individuals returning from extended periods of parental leave	Ongoing	<p>There is a Career Aspirations section on the Performance and Development Review Platform that Chisholm encourages its employees to complete.</p> <p>Chisholm also introduced a Keeping In Touch policy for employees on parental leave. This allows employees to be paid for up to 10 days for the purposes of staying connected with the workplace and assisting the transition back to Chisholm.</p>					X	X		
Develop and review additional payment and over-award payment guidance to teachers to ensure they are unbiased (gender and department variances).	Complete	A review of the current approach to additional payments and over-award payments, including a review of Enterprise Bargaining Agreement processes and requirements, was conducted. This review informed the development of an Additional Payments Framework which was approved by the Executive Directors Group. Our policies and procedures were updated and our managers were educated on how to apply the new process.	(Q2) 2022 – (Q1) 2023			X		X		

Strategies and measures	Status	Status description	Timeline	Relevant indicator(s)							
				1	2	3	4	5	6	7	
Review recruitment and selection processes adherence of people leaders and train managers on these processes	In progress	<p>A review was undertaken of existing recruitment and selection policies and processes to identify opportunities for improvement by applying a gender lens and an intersectional approach. An outcome of this review was to engage Get Skilled Access, founded by Dylan Alcott, to assist us review our end-to-end recruitment process. This engagement commenced in April 2023. Focus groups were held with the HR recruitment team and Hiring Managers on identifying potential barriers for recruiting a more diverse workforce, including unconscious bias that can sit behind decision-making and staff retention. Our policies, guidelines, and sample position descriptions were also reviewed. This review informed a final report which made 28 recommendations for how we can improve our recruitment and selection process.</p> <p>In October 2022 Chisholm partnered with The Fields, a disability recruitment organisation who connect people with disability who want to work with organisations that want to hire more inclusively. Two vacancies per month are posted to the job board. 15 applicants applied for roles however these didn't progress. The recommendations from Get Skilled Access will support Chisholm to promote and improve diversity of recruitment.</p> <p>Gender Impact Assessments are being conducted on all applicable policies.</p> <p>The Chisholm Leadership Group have all completed unconscious bias training.</p> <p>Chisholm partnered with Special Broadcasting Service (SBS) to make available learning modules to assist employees to build knowledge and understanding on how they can play a role in fostering a culture of Belonging & Inclusion at Chisholm. The learning modules are Core Inclusion, Disability, Indigenous and Culture. The learning modules were mandatory for employees and were launched in March 2023 and to be completed December 2023.</p> <p>People, Culture and Safety have delivered face to face recruitment training to People Leaders in July to September. This training was initiated to ensure all People Leaders learn the requirements of recruitment at Chisholm and to gain skills in behavioural interviewing The first session is an introduction to recruitment covering the fundamentals and Chisholm processes. Session two provides additional practical skills in behavioural interviewing.</p> <p>The objectives are to:</p> <ul style="list-style-type: none"> > Follow a systematic selection process, which includes the structuring of interviews and questioning of candidates to effectively address selection criteria. > Use behavioural interview techniques which address key selection criteria. > Prepare behavioural questions. > Make objective recruitment decisions. 	(Q2) 2022 – (Q4) 2023	X		X		X			

Strategies and measures	Status	Status description	Timeline	Relevant indicator(s)						
				1	2	3	4	5	6	7
Develop Flexible Working Arrangements processes for the Chisholm workforce.	Complete	<p>We wanted to create a more equitable environment where all employees had access to Flexible Work Arrangements by default, and implement an 'if not why not' approach.</p> <p>A review was conducted on current policies applying a gender lens and intersectional approach. The result was the current policies were updated and streamline into one Flexible Working Arrangements policy, with separate sections within the policy, if required, for the different levels of employees. A new Flexible Working Arrangements form applicable for all employees was also developed and these are completed on an annual basis.</p> <p>A Flexible Working Arrangements process was developed for all employees. The new processes were approved by the Executive Directors Group and communicated to all employees.</p>	(Q2) 2022 – (Q3) 2022						X	X
Select and celebrate particular gender equality and diversity and inclusion days (for example, International Day Against Homophobia Transphobia and Biphobia), making it clear Chisholm supports all its employees and students regardless of their intersectional characteristics.	Ongoing	<p>In 2022, Join the Dots and Wear It Purple Day were celebrated as days of significance under our GEAP. This was the first year out of Covid and it was wonderful to be able to celebrate these days in person.</p> <p>In February 2023 Chisholm joined the Office of TAFE Coordination and Delivery along with other TAFEs to participate in Pride March as part of the Midsumma Festival.</p> <p>The Belonging and Inclusion Committee was formed in May 2023. The role of the Committee is to provide oversight responsibilities for the Belonging and Inclusion Roadmap and the Social Justice Charter and to foster a culture of belonging and inclusion at Chisholm.</p> <p>The Committee reviewed the Diversity Council of Australia's days of significance and agreed that Wear It Purple Day would be celebrated in 2024. In addition to these significant days, other days such as IDAHOBIT, Harmony Week, International Womens Day, RU OK day, Join The Dots and Pride March are also celebrated in a variety of ways. All events are widely publicised through student and employee channels.</p> <p>New lanyards were designed with the Aboriginal and Torres Strait Islander flags and the progress flags and this style is now the Chisholm standard for employees. Pronoun badges were also designed and offered to employees.</p> <p>A video of the Chisholm Koorie Liaison Team Leader explaining the difference between and acknowledgement of country and welcome to country was developed and publicised to all employees. A Koorie Connect group which is a culturally safe space for Aboriginal and Torres Strait Islander employees and staff was also established.</p> <p>In 2023 Chisholm developed a Social Justice Charter. The Charter provides the principles that guide Chisholm to act as a model social justice organisation.</p> <p>We recognise that certain individuals and groups within our diverse community would benefit from additional strategic commitments to promote access to educational opportunities and foster social inclusion. The Charter has adopted five focus areas for 2023 – 2024 and one of the focus areas is gender equality. The Charter also highlights our commitment to intersectionality.</p> <p>In 2023 the prayer rooms located at the Dandenong, Cranbourne and Berwick campuses were completely redesigned to better meet the needs of our diverse employee and student faith requirements. A consultation process was undertaken with external inter-faith leaders, employees and students to redesign the spaces. Three new Multi-faith spaces will be completed by the end of 2023.</p>	(Q2) 2022 – (Q4) 2022	X						X

Strategies and measures	Status	Status description	Timeline	Relevant indicator(s)							
				1	2	3	4	5	6	7	
Equip employees with the tools required to review teaching material using a gender lens and avoid propagating gender stereotypes.	In progress	<p>This strategy was due to be delivered in 2022 however this was delayed until 2023 due to competing priorities.</p> <p>A review of current training materials was conducted to assess if teaching employees were equipped with the tools required to identify gender stereotypes. As a result, a new Gender Equity learning module was developed and launched in August 2023.</p> <p>After 3 months, key stakeholders will be consulted to obtain feedback on areas where gender lens may be lacking and gather ideas for improvement. Chisholm now delivers the Course in Gender Equity 22521VIC, Australia's first accredited gender equity qualification.</p>	(Q2) 2022 – (Q3) 2022	X							
Share 'success stories' in periodic newsletter to showcase how people of different intersectional characteristics have succeeded at Chisholm, and what their key to success has been.	Ongoing	<p>Articles are published each quarter in People Talk to celebrate and highlight to employees Chisholm's intersectional workforce, including leadership. For example, an article was published on Chisholm's first female Education Manager in Engineering. The Gender Equality Committee has been a conduit for recommendations for 'success stories'.</p> <p>A diversity photo shoot was conducted in March 2023 to capture images which reflect Chisholm's diverse community of students and employees. These images are used for internal and external documents and assets.</p> <p>We have not developed publicity materials that can be securely placed on all noticeboards at each campus to celebrate Chisholm's intersectional workforce and this is planned for (Q1) 2024.</p>	(Q2) 2022 – ongoing	X				X			
Review marketing, communications and recruitment materials to consider a gender lens and avoid propagating gender stereotypes.	In progress	<p>All signage and publications that are now produced have a gender lens and intersectional approach applied.</p> <p>A diversity photo shoot was conducted in March 2023 to capture images which reflect Chisholm's diverse community of students and employees. These images are used for internal and external documents and assets.</p> <p>Get Skilled Access, founded by Dylan Alcott, was engaged to assist Chisholm review the end-to-end recruitment process. The review included ensuring our public facing recruitment documents had a gender lens and intersectional approach applied to them. The engagement commenced in April 2023. The review informed a final report which made 28 recommendations for how we can improve our recruitment and selection process including guidelines and tools for inclusive language.</p>	(Q2) 2022 – (Q3) 2022	X		x		x			
Provide gender equality, diversity and inclusion training to ensure all employees understand why it is important and what Chisholm wants to achieve - quarterly via Zoom and/or face to face sessions	In progress	<p>An audit of existing training materials relating to gender equality, diversity and inclusion was conducted. This audit identified gaps/opportunities for improvement. An assessment was undertaken to determine if revised training would be conducted internally or by an external provider, taking into account the financial impact if an external provider was engaged.</p> <p>The decision was made to partner with Special Broadcasting Service (SBS) to make available learning modules to assist employees to build knowledge and understanding on how they can play a role in fostering a culture of Belonging & Inclusion at Chisholm. The learning modules are Core Inclusion, Disability, Indigenous and Culture. The learning modules were mandatory for employees and were launched in March 2023 and to be completed December 2023.</p>	(Q2) 2022 – (Q1) 2023	X	x	x		x	x		

Section 2.2 Resourcing your GEAP

Chisholm allocated a full-time role, Professional Staff Level 8, to the Belonging & Inclusion Lead position. This position is currently held by an incumbent working part-time, 0.8. This role reports to the Head of Employee Engagement and Experience, within the People, Culture and Safety Team. This is a key role in the Employee Experience team, responsible for supporting Chisholm's People Plan and upholding our core values, which include fostering a positive and diverse workforce and promoting a workplace culture that embraces inclusion and equality. The role works across Chisholm collaborating with key stakeholders to foster Belonging in the Workplace. Additional support was utilised from People Metrics Analyst and the Employee Experience Lead.

The objectives of the role include:

- > Implementation of agreed actions for the People Plan theme "positive and diverse"
- > Leading the implementation of the four-year Gender Equality Action Plan
- > Ensuring key stakeholders understand and are able to comply with the requirements of the Gender Equality Act 2020
- > Delivery of relevant strategies and action plans
- > Monitoring and evaluation of relevant plans
- > Review of relevant policies, strategies, and plans
- > Development and support of key internal and external networks, collaborations, and partnerships
- > Engagement and communication with the Chisholm Leadership team and the workforce.

Responsibility for completing Gender Impact Assessments is assigned to Policy Owners who receive support from the Belonging and Inclusion Lead. As the number of policies, programs and services was small during this reporting period, this was able to be managed as business as usual. However as more Gender Impact Assessments are required to be completed, especially on courses, this will create additional workload for Policy Owners.

Also supporting this role are two committees, the Belonging & Inclusion and Gender Equality Committees. Additionally in 2023, Chisholm developed its Social Justice Charter to guide decision making.

The strategies and measures in our GEAP were implemented largely by the People, Culture and Safety Team and are sufficient to address the strategies.

Section 3 Workplace Gender Equality Indicators

Gender composition of all levels of the workforce

Confirm if progress made: Yes

Progress description

In 2023 Chisholm's employees are 60% women and 40% men with no change from 2021.

In 2021 women occupied 59.5% of all roles at Chisholm, which increased by 0.7% to 60.2% in 2023. In 2021, other than the CEO (one role), women occupied a greater percentage of positions at all levels except level -2. By 2023 that changed so that other than the CEO, all levels had a greater percentage of women in them.

The percentage change in women's occupation of roles has increased at levels -2, -4 and -6 in 2023 compared with 2021. While the percentage changes in women's occupation of roles have decreased at levels 1, 3 and 5, (but still the majority), this is most likely due to the small sample size and random variation.

The Executive Director's Group had more women than men (5 women and 4 men) with women making up 55% of the Group and representing an increase from 49% in 2021.

In 2023, the gender composition of part-time employees was 75% women and 25% men compared with 79% women and 21% men in 2021. The majority of part-time employees at levels -4 and -5 were women in 2023 and this did not change from 2021. Although the increase in the number of men working part-time is small, it does show a positive change.

The 2021–2024 People Plan represents Chisholm's commitment to nurturing our people and developing a collaborative culture. Our People Plan builds on the seven themes previously identified by over 1500 of our colleagues. One of these themes was "Positive and Diverse". Embracing diversity, our workplace will be positive and inclusive. We will encourage new ideas and fresh perspectives and promote the value of difference. We promote human rights, equality and a positive mindset, enabling us to respond to future challenges and opportunities with agility and confidence. This theme, together with the other six themes, guide our approach to reaffirming our longterm commitment to continually invest in our people. Our People Plan also demonstrates our commitment to staying true to our values by creating a positive and collaborative culture based on integrity, respect and accountability. Chisholm is resolutely diverse, and we intend to recognise and celebrate the achievements of all our people, who each make valued contributions across many different roles.

In March 2023, 20 intersectional data questions were optional for employees to complete in the HR system however only 5% of employees chose to update their data in this channel. Although the number of responses is low, it did provide insight into sexual orientation and caring responsibilities for the first time.

On the other hand, the rate of response from employees in the People Matter Survey in 2023 is 9% higher than 2021 which demonstrates employees are feeling more confident to disclose intersectional data in this channel. This could be due to the fact that the survey is anonymous. In 2023 data on sexual orientation was available for the first time and 9% of Chisholm staff identified as other than heterosexual.

Areas for further development may be in assisting women with career progression to higher job levels.

Chisholm encourages diversity within the workforce. Chisholm is an equal opportunity employer and encourages diversity in organisational hiring practices.

In some Departments (eg Trades, People, Culture and Safety, and Early Childhood), there is an over representation of either women or men due to backgrounds, interests and societal cultural norms. However, there has been a shift with more female management filling positions within trades departments.

Strategies from Chisholm’s Gender Equality Action Plan that were designed to support progress included the following:

- > Improve data capture:
 - > People, Culture and Safety onboarding to incorporate more questions regarding intersectionality and capture this data;
 - > Review current intersectional data and what data needs to be captured and develop/implement plan for collecting it for existing employees;
 - > Raise awareness to make people feel safe in providing intersectional data by offering information on collection, use and reporting of data, as well as feedback on decision making based on data
- > Create and disseminate opportunities for acting, interim and short-term roles within Chisholm to build capabilities, skills and engagement and provide career pathways for lower classifications.
- > Review recruitment and selection processes adherence of people leaders and train managers on these processes
- > Select and celebrate particular gender equality and diversity and inclusion days (for example, International Day Against Homophobia Transphobia and Biphobia), making it clear Chisholm supports all its employees and students regardless of their intersectional characteristics.

- > Equip employees with the tools required to review teaching material using a gender lens and avoid propagating gender stereotypes.
- > Share ‘success stories’ in periodic newsletter to showcase how people of different intersectional characteristics have succeeded at Chisholm, and what their key to success has been.
- > Review marketing, communications and recruitment materials to consider a gender lens and avoid propagating gender stereotypes.
- > Provide gender equality, diversity and inclusion training to all employee to ensure they understand why it is important and what Chisholm wants to achieve – quarterly via Zoom and/or face to face sessions.

Factors						
a	b	c	d	e	f	g
No	No	No	No	No	No	No

Factors key:

- a.** The size of the defined entity, including the defined entity’s number of employees.
- b.** The nature and circumstances of the defined entity, including any barriers to making progress.
- c.** Requirements that apply to the defined entity under any other Act, including an Act of the Commonwealth.
- d.** The defined entity’s resources.
- e.** The defined entity’s operational priorities and competing operational obligations.
- f.** The practicability and cost to the defined entity of making progress.
- g.** Genuine attempts made by the defined entity to make progress.



Gender composition of governing bodies

Confirm if progress made: Yes

Progress description

Our data represents significant progress.

In 2023 the gender composition of our Board was five women and four men, an increase from four women in 2021. The Chair in 2023 was a woman and was a man in 2021. The members of the board in 2023 were evenly split with five women and five men compared with four women and six men in 2021.

For the first time, our Board was given the option to respond to six additional data set questions on: identification as Aboriginal and/or Torres Strait Islander, age, cultural identity, disability status, religion and sexual orientation. There responses showed diversity in these data sets.

Factors						
a	b	c	d	e	f	g
No	No	No	No	No	No	No

Factors key:

- a. The size of the defined entity, including the defined entity's number of employees.
- b. The nature and circumstances of the defined entity, including any barriers to making progress.
- c. Requirements that apply to the defined entity under any other Act, including an Act of the Commonwealth.
- d. The defined entity's resources.
- e. The defined entity's operational priorities and competing operational obligations.
- f. The practicability and cost to the defined entity of making progress.
- g. Genuine attempts made by the defined entity to make progress.

Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender

Confirm if progress made: No

Progress description

There was no “material progress” in reducing the gender pay gap.

In 2023 the mean (average) base salary pay gap was 7.8% compared to 5.7% in 2021. However this is below the national average of 13% and below the public sector average of 10.6% as reported by the Workplace Gender Equality Agency. The hypothesis for the increase in the gap is that Chisholm Leadership Group salaries were stagnant during Covid and were adjusted in 2022. The gap is highest for full-time (fixed term) staff at 10.4% however it was pleasing to see this has decreased from 14.1% in 2021. The gap is highest at -2 to the CEO at 15.9%, however this has also decreased from 20.9% in 2021. Women are paid more than men at level -1 and the gap is highest at levels -2 and -6. This shows that there does not seem to be any systematic bias towards men, as we see variation both ways and there is no trend.

In 2023 the median total remuneration pay gap was 9.1% compared to 9.6% in 2021. The gap is highest for full-time (permanent/ongoing) staff at 15%. At full-time or part-time (fixed term), women are paid more than men. The gap is highest at level -4 to the CEO at 16.5%. Women are paid more than men at levels -1 and -7.

This also shows that there does not seem to be systematic bias towards men, as we see variation both ways and there is no trend.

In September 2023, an analysis on the median total remuneration pay gap for full-time and part-time employees was undertaken at job levels below Chisholm Leadership Group (levels -3 to -7 in the audit data).

- > For administrative staff at Professional Staff Level (PSL) 3 – 8, the overall pay gap is 9.5%. However, further analysis shows that the gap is small or non-existent (and in some cases reversed) at each band. Gaps can be attributed to a greater number of women working part time and at lower bandings than men.
 - > This issue is small, however it appears greater due to gender segregation, that is 75% of staff are women, compared with 25% of who are men.
 - > The gap is highest at PSL7 where there is a high proportion of women. This could be attributed to internal promotions or men asking for higher salaries on commencement than women.
 - > At PSL 3 – 7, the average starting increment at current level is lower for women.
 - > At PSL 4 & 8 full-time, women are paid more than men.
 - > Most part-time roles are held by women, 86%.

- > At Teaching Levels (TL) 1 – 3 the overall pay gap is 0.3%.
 - > The gap is highest at TL 2 for full-time staff and could be related to a “grandparenting” situation that is where former salaries were retained following the introduction of the New Teacher’s Agreement 2018.
 - > The highest number of staff on additional payments are in Electrical, Plumbing, Allied Health, Nursing and Foundation Studies. For Foundation this is to recognise higher qualifications not covered in the Multi Enterprise Agreement, while the other areas reflect industry teaching rates. If the Additional Payments Framework is not followed, there will be a higher gap in the future.

The following action plan was approved by the Executive Directors Group in September 2023 with actions to be implemented in 2024.

- > Develop communication plan to enforce the Additional Payments Framework policy. This will reduce the inconsistent application of the Framework
- > Develop a Starting Increment Guideline. This will ensure that employees starting increment is applied consistently independent of gender.

- > Analyse additional payments by Business Area. This will provide data on the number of women and men in each business area and the reasons for additional payments. Action can then be taken to close any gaps.
- > Confirm if “grandparenting” of teachers is the cause of the pay gap at TL 2 full-time. If the reason is yes, no further action is required. If the reason is no, then action can be taken to close this gap.
- > Survey/hold focus groups of women at PSL 3 – 5 to understand if they are interested in higher level roles and what, if any, are the barriers to applying for higher level roles. As 86% of professional, part-time roles are held by women, this will inform Chisholm if women are facing barriers to applying for higher roles.
- > Schedule a workshop with PSL 3 female staff on career development, to be conducted by Converge (outsourced Employee Assistance Program). This will support women to progress their careers into higher level roles if this is their aspiration.
- > Schedule 2-hour development workshops for women – guest speaker, how to prepare for higher roles, negotiating skills. This will support women to progress their careers into higher level roles if this is their aspiration.
- > A further analysis will be completed in September 2024 to identify if the strategies have been successful or whether the strategies need to be modified/changed.

Factors						
a	b	c	d	e	f	g
Yes	No	No	Yes	No	No	Yes

Factors discussion

For factor (a), the composition of Chisholm’s workforce is that women have a higher representation than men at all levels however the number of women at lower levels is a driver of the pay gap.

For factor (d), there was a change in Belonging and Inclusion Lead incumbent in 2022 and 2023 resulting in a delay in actions to due upskilling.

For factor (g), in 2022 a Chisholm Leadership Forum was held. The Chisholm Leadership Group salaries were stagnant during Covid and were adjusted in 2022.

- Factors key:**
- a.** The size of the defined entity, including the defined entity’s number of employees.
 - b.** The nature and circumstances of the defined entity, including any barriers to making progress.
 - c.** Requirements that apply to the defined entity under any other Act, including an Act of the Commonwealth.
 - d.** The defined entity’s resources.
 - e.** The defined entity’s operational priorities and competing operational obligations.
 - f.** The practicability and cost to the defined entity of making progress.
 - g.** Genuine attempts made by the defined entity to make progress.



Sexual harassment in the workplace

Confirm if progress made: Yes

Progress description

There were no formal reports of sexual harassment at Chisholm in 2021 and 2 complaints from women in 2023. A higher number of reporting could reflect a willingness to report which didn't exist before and could also be a result of strategies under Chisholm's Gender Equality Action Plan as follows:

- > Include 'respectful behaviours', values and employee code of conduct component within new employee induction.
- > Include complaints, support services and student code of conduct component within student induction and transition to study programs.
- > Raise awareness within education areas regarding the student code of conduct policies and procedures to strengthen Chisholm's approach to inappropriate student behaviours.
- > Mandate and strengthen regular training to all employees on 'respectful behaviours' every two years: what it constitutes, and how managers should respond to complaints from their employees (one program for employees and one for managers).
- > Mandate all employees attend the 'speak-up' training every two years, incorporating how to respond in case inappropriate behaviours are directed at them (or they are a bystander), including family violence.
- > Review and ensure People, Culture and Safety

policies and processes reflect a zero-tolerance approach to inappropriate conduct.

- > Include regular communications in People Talk on:
 - > The process for dealing with inappropriate behaviours (including family violence, bullying, discrimination, sexual harassment) and
 - > What a person is expected to do if they are a bystander and notice inappropriate behaviours at Chisholm.
- > Ensure all employees (including agency employees) and students are aware of the avenues for reporting inappropriate behaviours at Chisholm and the processes in place to deal with issues raised.

The results from the People Matter Survey in 2023 showed that 3% of staff reported they had experienced sexual harassment in the past 12 months compared with 2% in 2021. The TAFE average for 2023 was 4% and compared to other TAFEs we are performing well.

For the People Matter Survey following questions, improvement was achieved in 2023 compared with 2021:

- > My organisation encourages respectful workplace behaviours - 85% agree (+2% on 2021)
- > My organisation takes steps to eliminate bullying, harassment and discrimination - 74% agree (+5% on 2021 and +7% on comparator group)
- > I feel safe to challenge inappropriate behaviour at work - 8% favourable increase

To further improve and understand these issues, we plan to run focus group in selected areas.

Factors

a	b	c	d	e	f	g
No	No	No	Yes	Yes	No	Yes

Factors discussion

For factor (d), we could do more with additional resources.

For factor (e) some training is optional with a low take up.

For factor (g) significant progress was made under Chisholm's Gender Equality Action Plan to address sexual harassment in the workplace.

Factors key:

- a. The size of the defined entity, including the defined entity's number of employees.
- b. The nature and circumstances of the defined entity, including any barriers to making progress.
- c. Requirements that apply to the defined entity under any other Act, including an Act of the Commonwealth.
- d. The defined entity's resources.
- e. The defined entity's operational priorities and competing operational obligations.
- f. The practicability and cost to the defined entity of making progress.
- g. Genuine attempts made by the defined entity to make progress.

Recruitment and promotion practices in the workplace

Confirm if progress made: Yes

Progress description

All the indicators were strong in 2021 and changes since then were either negligible or showing improvement for women.

People Recruited

Our recruitment follows current gender proportion across all levels and Chisholm overall. Chisholm is an equal opportunity employer, however we recognise that education attracts more females than males. There are some areas which are very male dominated as such trades teaching, however there is a significant shortage of trades teachers making any efforts to balance the genders almost impossible.

In 2023, women made up 64% of new hires. This has not materially changed since 2021 at 62%. Recruitment is reasonably equal at all levels.

For the following People Matter Survey questions, improvement was achieved in 2023 compared with 2021.

> I feel I have an equal chance at promotion in my organisation - 3% favourable increase. However there was a 7% increase in employees who feel they don't have an equal chance at promotion. We will be looking at understanding promotional concerns in the coming year as the sentiment from the People Matters Survey does not appear to be matching the recruitment and higher duties data.

- > My organisation makes fair recruitment and promotion decision, based on merit - 22 % favourable increase.
- > From the People Matter Survey in 2021, there was a question "People in my workgroup actively support diversity and inclusion in the workplace". This scored at 86% favourable while "Senior leaders actively support diversity and inclusion in the workplace" scored 73% favourable. These questions were not included in 2023, instead there was an inclusion score (80% favourable), made up of three questions "I feel culturally safe at work" 87% favourable, "I can be myself at work" 82% and "I feel as if I belong at this organisation" 72%. While we cannot directly compare the data, diversity and inclusion is broadly in line with previous years.

People who exited

In 2023, women still represent a higher number of exits than men at 62% compared with 67% in 2021 however this is consistent with the workforce composition.

People who had permanent promotions

In 2023, 68% of people who were promoted were women. No data was available in 2021.

People who participated in career development training opportunities

In 2023, 8% less women participated in opportunities compared to 2021. A significant amount of training is available however some are mandatory and some optional which could account for the decrease.

People who were awarded higher duties

In 2023, women were given opportunities to work in higher roles and 64% of higher duties positions were awarded to women compared with 57% in 2021.

There were 3 acting/interim roles at -2 level and 2 were women. At Level -3, there were 16 instances of higher duties awarded to women.

People who were awarded internal secondments Chisholm reported no internal secondments in 2023 or 2021.

Factors

a	b	c	d	e	f	g
No	No	No	No	No	No	Yes

Factors discussion

For factor (g) Women in Leadership training has been conducted and there are more opportunities for women to act up in higher roles.

Factors key:

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- f. The practicability and cost to the defined entity of making progress.
- g. Genuine attempts made by the defined entity to make progress.

Availability and utilisation of terms, conditions and practices relating to:

- > family violence leave; and
- > flexible working arrangements; and
- > working arrangements supporting employees with family or caring responsibilities

Confirm if progress made: Yes

Progress description

In 2021 during covid, most employees worked from home. When we compare with pre-covid, all professional staff were generally required to be on campus all the time. Now there is flexible working for all employees except where the operational requirements do not allow this e.g. customer service roles. Typically, professional employees are offered up to 2 days working from home a week. Employees have been provided with laptops and other equipment to facilitate working from home.

Senior Leader Flexible Work

In 2023, 32 senior leaders accessed flexible work and were evenly split between women and men compared with 33 in 2021. The majority of flexible leave was working remotely.

Parental leave exits

In 2023 there were no exits on parental leave compared with 2 voluntary exits for women in 2021.

Family Violence Leave

In 2023, 5 women accessed family violence leave compared with 6 in 2021.

Carer's Leave

In 2023, 393 employees accessed carer's leave compared with 280 in 2021 which reflects an increase in willingness to access this leave for caring responsibilities. In 2023 67% of women and 33% of men access carer's leave compared with 65% women and 35% men in 2021. However, the majority of caring responsibilities are still being undertaken by women.

Factors

a	b	c	d	e	f	g
No	No	No	No	Yes	No	Yes

Factors discussion

For factor (e) there is some work which cannot be done remotely, eg customer service roles. Also not all employees who have the option to work remotely choose to do so.

For factor (g) Chisholm offers flexibility for professional employees to work 3 days in the office and 2 days from home.

Factors key:

- a. The size of the defined entity, including the defined entity's number of employees.
- b. The nature and circumstances of the defined entity, including any barriers to making progress.
- c. Requirements that apply to the defined entity under any other Act, including an Act of the Commonwealth.
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- g. Genuine attempts made by the defined entity to make progress.

Gendered segregation within the workplace

Confirm if progress made: No

Progress description

In 2023 most men worked in the occupations of education professionals, specialist managers or ICT professionals and this was the same result as 2021. In 2023 most women worked in the occupations of general clerical workers, enquiry clerks & receptionists and legal, social & welfare professionals and represented little change from 2021.

In the People Matter Survey in 2023, 79% overall (-1% on 2021), there is a strong agreement that work is allocated fairly, regardless of gender:

- > a similar proportion of men and women agreed, men 76% (-5% on 2021), women 84%, (+1% on 2021)
- > 6% of respondents who selected 'prefer not to say' or 'use a different term' for their gender agreed

There are some pockets where there are mostly men or women employees (e.g. some trade areas, early childhood education).

Since 2021, actions to boost women's participation include several Women in Leadership seminars which, subject to funding, will be rolled out to women in lower-level positions in 2024.

In our trades areas, due to tight labour market conditions, it is difficult to recruit women employees. However the following examples demonstrate we are proactively taking steps to improve gender segregation:

- > in our Electrical Department, there is a woman Education Manager and two women teachers, one full-time and one casual
- > in our Engineering Department, the first woman to be appointed to the role of Education Manager was reported in the Dandenong Star Journal. In 2023 there was also one woman teacher. In order to further boost women employed in the department, a new initiative called the Chisholm Quality Trade Teacher Program was launched in January 2024. This program supports industry professionals to complete the Training and Assessment qualification
- > in our Building and Construction Department, there is a woman Education Manager, two teachers and a technical officer. A teacher and technical officer are past students which is very positive.
- > In the past, Chisholm have run Women in Trades events for students to encourage women's participation in educational pathways typically dominated by men and an event is planned for 2024.

Bullying

The People Matter Survey results reflect progress from 2021. For the question, "In the last 12 months have you personally experienced bullying at work?" in 2023 the result was 10% compared with the comparator group result of 13% and the 2021 result of 13%.

When we compare 2023 results with 2021, "withholding essential information for me to do my job" and "incivility" were the only two types of bullying that demonstrated improvement from 2021. For violence and aggression types, "damage to my property" or work equipment" and "threats of violence" showed improvement.

We are implementing a process for understanding accountabilities across Chisholm to improve capabilities. We have also undertaken occupational violence training in key customer service areas and in late 2023 customer service training was conducted across Chisholm.

Discrimination

In 2023 the People Matter Survey results showed that 3% of employees experienced discrimination in the last 12 months compared with the comparator group result of 5% and the 2021 result of 3%.

The highest type of discrimination in 2023 was the "other" category at 35% and was 36% in 2021. A hypothesis is that this category may not accurately represent discrimination in the legal sense but rather indicate dissatisfaction with an outcome.

Factors

a	b	c	d	e	f	g
No	No	Yes	No	No	No	Yes

Factors discussion

For factor (c) there are obligations under Australian training regime which dictates trainer's vocational experience requirements.

For factor (g) Chisholm hosts women in trade events to encourage females to consider career options in roles usually dominated by men.

If you have any questions or comments relating to this Progress Report, please contact Chisholm's Belonging and Inclusion Lead.

The logo for Chisholm, featuring the word "Chisholm" in a white, elegant, cursive script font.